

**Factors That Affect Grade Nine Students
in a Pakistan International School in Saudi Arabia**

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Abstract

In response to concerns expressed by educational professionals, the researchers developed a quantitative Likert-scale survey to examine the relationships between academic performance (defined as final marks) and recreational video gaming and texting. Questions about video gaming and texting were included with other questions about social relations, extra-curricular activities, and leisure-time activities. The focus for inquiry was a Pakistan International School in Saudi Arabia. Complete data sets were obtained for 36 grade 9 students, based on anonymized school records and questionnaire responses. The researchers determined Spearman rho correlations with calculations of two-tailed probability of error. Non-educational video gaming correlated with self-concept, school experiences, relationships with peers, and other non-academic activities. Recreational texting also correlated with self-concept, school experiences, relationships with peers, and other non-academic activities. In this report, the results are collated into 17 tables that reveal coefficients ranging from moderate to perfect, based on correlating 142 pairs of variables concerning the following factors separated by gender: video games, texting, school, self-concept, peers, parents, and non-academic activities other than playing video games and texting. In consideration of their findings, the researchers recommend that school professionals advise parents and students of the negative effects of playing video games and texting excessively.

Keywords: video games, video games effects, text messaging, cell phones, adolescence, teenagers, academic performance, school performance, school grades

Introduction

We initiated the study in response to educational professionals' concerns over the effects of non-educational video gaming and texting on students' school performance. They wanted to refer to research findings when they advised parents and school staff to monitor children's video gaming and texting activities. This research follows a similar study conducted in Pakistan (see Terry, Malik, & Chohan, 2020, ERIC Resources Information Center No. ED603620).

The research purpose was to examine the correlations between various factors and academic performance in grade 9. The factors included social relations (e.g., friends), extra-curricular activities (e.g., sports), and leisure-time activities (e.g., playing video games and texting).

Methodology

Research Participants

Complete sets of data were obtained for 36 grade 9 students in a Pakistan International School in Saudi Arabia (25 boys and 11 girls).

Data Collection

Academic performance data consisted of the students' final marks: percentage grades in English, mathematics, science, and social studies.

Survey data consisted of the students' answers to 29 questionnaire items: demographics, peer relationships, extra-curricular activities, school activities, self-esteem, self-advocacy, video games, and texting. (See the Appendix).

Data Analysis

We used Spearman rho calculations to determine the correlations. Correlational research requires a minimum of 30 research subjects to produce statistically significant correlations. Separating the 36 grade 9 students by gender created data sets of 25 males and 11 females, which was important in order to test the assumption that "boys play video games, but girls text" – as conveyed to us by school professionals, parents, and other adults in the general community.

The following classifications reflect the relative strength of the 143 correlations chosen for this report.

<u>coefficients</u>	<u>strength</u>	<u>predictability</u>
(+ or -) .300 to .399	moderate	limited
(+ or -) .400 to .499	fair	moderate
(+ or -) .500 to .599	good	fair
(+ or -) .600 to .699	very good	good
(+ or -) .700 to .799	excellent	very good
(+ or -) .800 to .899	superior	excellent
(+ or -) .900 to .999	almost perfect	superior
(+ or -) 1.00	perfect	absolute

Results

Our correlations appear to warrant further investigation of the effects that non-educational video gaming and texting have on grade nine adolescents. Non-educational video gaming correlated with self-concept, school experiences, relationships with peers, and other non-academic activities. Recreational texting also correlated with self-concept, school experiences, relationships with peers, and other non-academic activities.

The following tables summarize the gender-separated correlations ranging from fair to perfect. When correlations overlap between categories, the first category listed contains the correlation that would otherwise be included in the second category. For example, the correlations for “time spent playing video games + negative self-concept” appear in the “video games” category, and are not repeated in the “self-concept” category.

Despite the small numbers of male and female research participants, we obtained correlations with statistically significant two-tailed low probability of error: $p < .01$ or $p < .05$. These low probabilities of error are indicated where relevant.

Males

Table 1 focuses on correlations concerning the number of hours that adolescent boys spend playing video games. Time spent playing video games correlates positively with wanting a video game club in school. It also correlates negatively with having friends who dropped out of school.

Table 1. Time Spent Playing Video Games

The more hours that adolescent boys spend playing video games . . .	correlation strength	coefficient
<i>video games</i> . . . the more they want a video game club in school.	moderate	+.333
<i>peers</i> . . . the less they have friends who quit school.	moderate	-.301

Table 2 focuses on correlations concerning adolescent boys’ positive video game experiences. Wanting a video game club in school correlates negatively with playing sports, and feeling hurt when they are criticized.

Feeling good while playing video games correlates positively with having busy lives outside of school. It correlates negatively with playing sports, and liking their teachers.

Feeling that video games are important correlates positively with liking other activities more than school. It correlates negatively with feeling that other people are happier than they are.

Table 2. Positive Video Game Experiences

The more adolescent boys want a video game club in school . . .	correlation strength	coefficient
<i>other non-academic activities</i> . . . the less frequently they play sports.	moderate	-.328
<i>self-concept</i> . . . the less hurt they feel by criticism.	moderate	-.330
The better adolescent boys feel while they play video games . . .	correlation strength	coefficient
<i>other non-academic activities</i> . . . the busier they are outside of school.	fair	+.411 *
. . . the less frequently they play sports.	fair	+.418 *
<i>school</i> . . . the less they like their teachers.	moderate	-.361
The more importance that adolescent boys attach to playing video games . . .	correlation strength	coefficient
<i>other non-academic activities</i> . . . the more they like other activities more than school.	moderate	+.321
<i>self-concept</i> . . . the less they feel that other people are happier.	good	-.546 **

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 3 focuses on correlations concerning adolescent boys' negative video game experiences. Thinking that they play video games too much correlates negatively with playing sports. It correlates positively with feeling that they "mess up" everything, and falling behind in their school assignments.

Lying about how much they play video games correlates negatively with time spent texting, and feeling good in a classroom. It correlates positively with liking other activities more than school, and feeling sleepy in school.

Being told that they play video games too much correlates positively with liking other activities more than school. It correlates negatively with feeling hurt when they are criticized, earning high marks in school, and being told by teachers that they have a good attitude toward school.

Table 3. Negative Video Game Experiences

The more adolescent boys think that they spend too much time playing video games . . .	correlation strength	coefficient
<i>other non-academic activities</i> . . . the less frequently they play sports.	moderate	-.387
<i>self-concept</i> . . . the more they feel that they “mess up” everything.	moderate	+.305
<i>school</i> . . . the more they fall behind in their assignments.	moderate	+.389
The more adolescent boys lie about much time they spend playing video games . . .	correlation strength	coefficient
<i>texting</i> . . . the fewer hours they spend texting each day.	moderate	-.310
<i>other non-academic activities</i> . . . the more they like other activities more than school.	moderate	+.367
<i>school</i> . . . the worse they feel in a classroom.	moderate	-.318
. . . the sleepier they feel in school	moderate	+.394
The more adolescent boys are told that they spend too much time playing video games . . .	correlation strength	coefficient
<i>other non-academic activities</i> . . . the more they like other activities more than school.	fair	+.415 *
<i>self-concept</i> . . . the less hurt they feel by criticism.	fair	-.465 *
<i>school</i> . . . the lower their marks are in school.	moderate	-.381
. . . the less teachers tell them that they have a good attitude.	moderate	-.321

* Correlation is significant at the 0.05 level (2-tailed).

Table 4 focuses on correlations concerning the number of hours that adolescent boys spend texting. Time spent texting correlates positively with feeling that other people are happier than they are.

Table 4. Time Spent Texting

The more hours that adolescent boys spend texting each day . . .	correlation strength	coefficient
<i>self-concept</i> . . . the more they feel that other people are happier.	fair	+.410 *

* Correlation is significant at the 0.05 level (2-tailed).

Table 5 focuses on correlations concerning adolescent boys' positive texting experiences. Feeling that texting is important correlates negatively with feeling hurt when they are criticized.

Enjoying texting with their friends correlates positively with having busy lives outside of school. It correlates negatively with feeling hurt when they are criticized.

Table 5. Positive Texting Experiences

The more importance that adolescent boys attach to texting . . .	correlation strength	coefficient
<i>self-concept</i> . . . the less they feel hurt by criticism.	fair	-.450 *
The more adolescent boys enjoy texting with their friends . . .	correlation strength	coefficient
<i>other non-academic activities</i> . . . the busier they are outside of school.	moderate	+.371
<i>self-concept</i> . . . the less they feel hurt by criticism.	moderate	-.374

* Correlation is significant at the 0.05 level (2-tailed).

Table 6 focuses on correlations concerning adolescent boys' negative texting experiences. Thinking that they spend too much time texting correlates positively with liking other activities more than school.

Lying about how much time they spend texting correlates positively with playing sports, having friends who dropped out of school, feeling that they "mess up" everything, and falling behind in their school assignments.

Being told that they spend too much time texting correlates positively with fearing rejection by their friends, and feeling that other people are happier than they are. It correlates negatively with feeling good in a classroom.

Table 6. Negative Texting Experiences

The more adolescent boys think that they spend too much time texting . . .	correlation strength	coefficient
<i>other non-academic activities</i> . . . the more they like other activities more than school.	moderate	+.392

The more adolescent boys lie about how much time they spend texting . . .	correlation strength	coefficient
<i>other non-academic activities</i>		
. . . the more frequently they play sports.	fair	+.418
<i>peers</i>		
. . . the more they have friends who quit school.	fair	+.429 *
<i>self-concept</i>		
. . . the more they feel that they “mess up” everything.	fair	+.475 *
<i>school</i>		
. . . the more they fall behind in their assignments.	moderate	+.382
The more adolescent boys are told that they spend too much time texting . . .	correlation strength	coefficient
<i>peers</i>		
. . . the more they fear being rejected by their friends.	good	+.537 **
<i>self-concept</i>		
. . . the more they feel that other people are happier.	fair	+.384
<i>school</i>		
. . . the worse they feel in a classroom.	moderate	-.307

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 7 focuses on the correlations concerning adolescent boys’ non-academic activities other than playing video games and texting. Having busy lives outside of school correlates positively with feeling that other people are happier than they are.

Liking other activities more than school correlates positively with feeling hurt when they are criticized. It correlates negatively with feeling good in a classroom, and being told by teachers that they have a good attitude toward school.

Playing sports correlates negatively with feeling that they “mess up” everything. It correlates positively with earning high marks in school.

Table 7. Other Non-Academic Activities

The busier adolescent boys are outside of school . . .	correlation strength	coefficient
<i>self-concept</i>		
. . . the more they feel that other people are happier.	moderate	+.312

The more adolescent boys like other activities more than school . . .	correlation strength	coefficient
<i>self-concept</i> ... the more they feel hurt by criticism.	moderate	+.369
<i>school</i> ... the worse they feel in a classroom. ... the less teachers tell them that they have a good attitude.	moderate fair	-.344 -.400 *
The more frequently adolescent boys play sports . . .	correlation strength	coefficient
<i>self-concept</i> ... the less they feel that they “mess up” everything.	moderate	-.364
<i>school</i> ... the higher their marks are in school.	moderate	+.399 *

* Correlation is significant at the 0.05 level (2-tailed).

Table 8 focuses on correlations concerning adolescent boys’ negative peer relationships. Having friends who dropped out of school correlates positively with feeling that they “mess up” everything. It correlates negatively with earning high marks in school.

Fearing rejection by friends correlates positively with feeling that other people are happier than they are, and feeling sleepy in school. It correlates negatively with feeling good in a classroom.

Table 8. Negative Peer Relationships

The more adolescent boys have friends who quit school . . .	correlation strength	coefficient
<i>self-concept</i> ... the more they feel that they “mess up” everything.	good	+.501 *
<i>school</i> ... the lower their marks are in school.	moderate	-.444 *
The more adolescent boys fear being rejected by their friends . . .	correlation strength	coefficient
<i>self-concept</i> ... the more they feel that other people are happier.	moderate	+.383
<i>school</i> ... the worse they feel in a classroom. ... the sleepier they are in school.	moderate moderate	-.351 +.302

* Correlation is significant at the 0.05 level (2-tailed).

Females

Table 9 focuses on correlations concerning the number of hours that adolescent girls spend playing video games. Time spent playing video games correlates positively with feeling good while playing video games, feeling that video games are important, thinking that they play too much, lying about how much they play, and being told that they play too much. It also correlates positively with having busy lives outside of school, liking other activities more than school, playing sports, and having friends who dropped out of school. It correlates negatively with feeling that other people are happier than they are, earning high marks in school, feeling good in a classroom, and liking their teachers.

Table 9. Time Spent Playing Video Games

The more hours that adolescent girls spend playing video games each day . . .	correlation strength	coefficient
<i>video games</i>		
. . . the better they feel while playing video games.	good	+.553
. . . the more importance they attach to playing video games.	good	+.561
. . . the more they think that they play video games too much.	good	+.586
. . . the more they lie about how much they play video games.	perfect	+1.000 **
. . . the more they are told that they play video games too much.	perfect	+1.000 **
<i>other non-academic activities</i>		
. . . the busier they are outside of school.	fair	+.428
. . . the more they like other activities more than school.	moderate	+.371
. . . the more frequently they play sports.	fair	+.478
<i>peers</i>		
. . . the more they have friends who quit school.	good	+.516
<i>self-concept</i>		
. . . the less they feel that other people are happier.	good	-.561
<i>school</i>		
. . . the lower their marks are in school.	fair	-.401
. . . the worse they feel in a classroom.	moderate	-.332
. . . the less they like their teachers.	moderate	-.346

** Correlation is significant at the 0.01 level (2-tailed).

Table 10 focuses on correlations concerning adolescent girls' positive video game experiences. Wanting a video game club in school correlates negatively with having friends who dropped out of school, fearing rejection by their friends, feeling that they "mess up" everything, feeling hurt when they are criticized, and liking their teachers.

Feeling good while playing video games correlates positively with spending more time texting, having busy lives outside of school, liking other activities more than school, and feeling sleepy in

school. It correlates negatively with feeling that other people are happier than they are, and being told by teachers that they have a good attitude toward school.

Feeling that video games are important correlates positively with playing sports. It correlates negatively with feeling that other people are happier than they are, liking their teachers, and being told by teachers that they have a good attitude toward school.

Table 10. Positive Video Game Experiences

The more adolescent girls want a video game club in school . . .	correlation strength	coefficient
<i>peers</i> ... the less they have friends who have quit school. ... the less they fear being rejected by their friends	moderate moderate	-.313 -.315
<i>self-concept</i> ... the less they feel that they “mess up” everything. ... the less hurt they feel by criticism.	fair moderate	-.439 -.325
<i>school</i> ... the less they like their teachers.	very good	-.621 *
The better adolescent girls feel while they play video games. . .	correlation strength	coefficient
<i>texting</i> ... the more hours they spend texting each day.	moderate	+.374
<i>other non-academic activities</i> ... the busier they are outside of school. ... the more they like other activities more than school.	moderate fair	+.344 +.484
<i>self-concept</i> ... the less they feel that other people are happier than they are.	moderate	-.310
<i>school</i> ... the less teachers tell them that they have a good attitude. ... the sleepier they feel in school.	fair fair	-.462 +.416
The more importance that adolescent girls attach to playing video games . . .	correlation strength	coefficient
<i>other non-academic activities</i> ... the more frequently they play sports.	moderate	+.365
<i>self-concept</i> ... the less they feel that other people are happier than they are.	fair	-.486
<i>school</i> ... the less they like their teachers. ... the less teachers tell them that they have a good attitude.	moderate very good	-.324 -.670 *

* Correlation is significant at the 0.05 level (2-tailed).

Table 11 focuses on correlations concerning adolescent girls' negative video game experiences. Thinking that they play video games too much correlates negatively with feeling that other people are happier than they are, liking their teachers, and being told by teachers that they have a good attitude toward school.

Lying about how much they play video games correlates positively with having busy lives outside of school, liking other activities outside of school, playing sports, and having friends who dropped out of school. It correlates negatively with feeling that other people are happier than they are, earning high marks in school, feeling good in a classroom, and liking their teachers.

Being told that they play video games too much correlates positively with having busy lives outside of school, liking other activities outside of school, playing sports, having friends who dropped out of school, and fearing rejection by their friends. It correlates negatively with feeling that other people are happier than they are, feeling that they "mess up" everything, earning high marks in school, feeling good in a classroom, and liking their teachers.

Table 11. Negative Video Game Experiences

The more adolescent girls think that they spend too much time playing video games . . .	correlation strength	coefficient
<i>self-concept</i> . . . the less they feel that other people are happier.	very good	-.687 *
<i>school</i> . . . the less they like their teachers. . . . the less teachers tell them that they have a good attitude.	fair good	-.474 -.561
The more adolescent girls lie about how much time they spend playing video games . . .	correlation strength	coefficient
<i>other non-academic activities</i> . . . the busier they are outside of school. . . . the more they like other activities more than school. . . . the more frequently they play sports.	fair moderate fair	+.428 +.367 +.478
<i>peers</i> . . . the more they have friends who quit school.	good	+.561
<i>self-concept</i> . . . the less they feel that other people are happier.	good	-.401
<i>school</i> . . . the lower their marks are in school. . . . the worse they feel in a classroom. . . . the less they like their teachers.	fair moderate moderate	-.332 -.346 -.346

The more adolescent girls are told that they spend too much time playing video games . . .	correlation strength	coefficient
<i>other non-academic activities</i>		
. . . the busier they are outside of school.	fair	+.428
. . . the more they like other activities more than school.	moderate	+.371
. . . the more frequently they play sports.	fair	+.478
<i>peers</i>		
. . . the more they have friends who quit school.	good	+.516
. . . the more they fear being rejected by their friends.	very good	+.639 *
<i>self-concept</i>		
. . . the less they feel that other people are happier.	good	-.561
. . . the more they feel that they "mess up" everything.	excellent	+.720 *
<i>school</i>		
. . . the lower their marks are in school.	fair	-.401
. . . the worse they feel in a classroom.	moderate	-.332
. . . the less they like their teachers.	moderate	-.346

* Correlation is significant at the 0.05 level (2-tailed).

Table 12 focuses on correlations concerning the number of hours that adolescent girls spend texting. Time spent texting correlates positively with feeling that texting is important, enjoying texting with their friends, thinking that they text too much, being told that they text too much, and feeling good in a classroom. It correlates negatively with lying about how much they text, playing sports, having friends who dropped out of school, and falling behind in their school assignments.

Table 12. Time Spent Texting

The more hours that adolescent girls spend texting each day . . .	correlation strength	coefficient
<i>texting</i>		
. . . the more important texting is to them.	excellent	+.747 **
. . . the more they enjoy texting with their friends.	fair	+.454
. . . the more they think that they spend too much time texting.	fair	+.434
. . . the less they lie about how much time they spend texting.	moderate	-.384
. . . the more they are told that they spend too much time texting.	moderate	+.351
<i>other non-academic activities</i>		
. . . the less frequently they play sports.	moderate	-.372
<i>peers</i>		
. . . the less they have friends who quit school.	fair	-.453
<i>school</i>		
. . . the better they feel in a classroom.	moderate	+.363
. . . the less they fall behind in their assignments.	very good	-.685 *

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 13 focuses on correlations concerning adolescent girls' positive texting experiences. Feeling that texting is important correlates negatively with having friends who dropped out of school, feeling that they "mess up" everything, feeling sleepy in school, and falling behind in their school assignments. It correlates positively with being told by teachers that they have a good attitude toward school.

Enjoying texting with their friends correlates negatively with playing sports, feeling sleepy in school, and falling behind in their school assignments. It correlates positively with feeling good in a classroom, liking their teachers, and being told by teachers that they have a good attitude toward school.

Table 13. Positive Texting Experiences

The more importance that adolescent girls attach to texting . . .	correlation strength	coefficient
<i>peers</i> ... the less they have friends who quit school.	fair	-.425
<i>self-concept</i> ... the less they feel that they "mess up" everything.	fair	-.414
<i>school</i> ... the more teachers tell them that they have a good attitude.	moderate	+.328
... the less sleepy they are in school.	fair	-.445
... the less they fall behind in their assignments.	excellent	-.783 **
The more adolescent girls enjoy texting with their friends . . .	correlation strength	coefficient
<i>other non-academic activities</i> ... the less frequently they play sports.	fair	-.413
<i>school</i> ... the more they report feeling good in a classroom.	moderate	+.306
... the more they like their teachers.	moderate	+.339
... the more teachers tell them that they have a good attitude.	good	+.561
... the less sleepy they are in school.	moderate	-.300
... the less they fall behind in their assignments.	fair	-.476

** Correlation is significant at the 0.01 level (2-tailed).

Table 14 focuses on correlations concerning adolescent girls' negative texting experiences. Thinking that they texting too much correlates negatively with having busy lives outside of school, feeling that other people are happier than they are, and feeling sleepy in school. It correlates positively with liking other activities more than school, fearing rejection by their friends, and earning high marks in school.

Lying about how much they text correlates positively with having fiends who dropped out of school, fearing rejection by their friends, and being told by teachers that they have a good attitude toward school.

Being told that they text too much correlates negatively with playing sports, and feeling sleepy in school. It correlates positively with fearing rejection by their friends, earning high marks in school, and being told by teachers that they have a good attitude toward school.

Table 14. Negative Texting Experiences

The more adolescent girls think that they spend too much time texting . . .	correlation strength	coefficient
<i>other non-academic activities</i> ... the less busy they are outside of school. ... the more they like other activities more than school.	moderate moderate	-.301 +.335
<i>peers</i> ... the more they fear being rejected by their friends.	good	+.563
<i>self-concept</i> ... the less they feel that other people are happier.	moderate	-.389
<i>school</i> ... the higher their marks are in school. ... the less sleepy they are in school.	very good moderate	+.715 * -.390
The more adolescent girls lie about how much time they spend texting . . .	correlation strength	coefficient
<i>peers</i> ... the more they have friends who quit school. ... the more they fear being rejected by their friends.	fair fair	+.425 +.450
<i>school</i> ... the more teachers tell them that they have a good attitude.	fair	+.491
The more adolescent girls are told that they spend too much time texting . . .	correlation strength	coefficient
<i>other non-academic activities</i> ... the less frequently they play sports.	moderate	-.363
<i>peers</i> ... the more they fear being rejected by their friends.	good	+.537 **
<i>school</i> ... the higher their marks are in school. ... the more teachers tell them that they have a good attitude. ... the less sleepy they are in school.	good moderate moderate	+.552 +.312 -.320

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 15 focuses on correlations concerning adolescent girls' non-academic activities other than playing video games and texting. Having busy lives outside of school correlates negatively with feeling hurt when they are criticized. It correlates positively with feeling sleepy in school.

Liking other activities more than school correlates negatively with having friends who dropped out of school, and feeling that other people are happier than they are. It correlates positively with feeling sleepy in school.

Playing sports correlates negatively with feeling that other people are happier than they are, feeling that they "mess up" everything, and feeling hurt when they are criticized. It correlates positively with feeling good in a classroom, and feeling sleepy in school.

Table 15. Non-Academic Activities Other Than Playing Video Games and Texting

The busier adolescent girls are outside of school . . .	correlation strength	coefficient
<i>self-concept</i> . . . the less hurt they feel by criticism.	moderate	-.361
<i>school</i> . . . the sleepier they are in school.	good	+.537
The more adolescent girls like other activities more than school classes . . .	correlation strength	coefficient
<i>peers</i> . . . the less they have friends who quit school.	fair	-.479
<i>self-concept</i> . . . the less they feel that other people are happier.	moderate	-.321
<i>school</i> . . . the sleepier they are in school.	fair	+.483
The more frequently adolescent girls play sports . . .	correlation strength	coefficient
<i>self-concept</i> . . . the less they feel that other people are happier.	moderate	-.333
. . . the less they feel that they "mess up" everything.	fair	-.458
. . . the less hurt they feel by criticism.	moderate	-.301
<i>school</i> . . . the better they feel in a classroom.	excellent	+.865 **
. . . the sleepier they are in school.	moderate	+.308

** Correlation is significant at the 0.01 level (2-tailed).

Table 16 focuses on correlations concerning adolescent girls' negative peer relationships. Having friends who dropped out of school correlates positively with feeling that they "mess up" everything, and falling behind in their school assignments.

Fearing rejection by their friends correlates positively with feeling that they "mess up" everything, feeling hurt when they are criticized, and linking their teachers. It correlates negatively with earning high marks in school.

Table 16. Negative Peer Relationships

The more adolescent girls have friends who quit school . . .	correlation strength	coefficient
<i>self-concept</i> ... the more they feel that they "mess up" everything.	good	+.532
<i>school</i> ... the more they fall behind in their assignments.	moderate	+.343
The more adolescent girls fear being rejected by their friends . . .	correlation strength	coefficient
<i>self-concept</i> ... the more they feel that they "mess up" everything.	good	+.572
... the more hurt they feel by criticism.	very good	+.669 *
<i>school</i> ... the lower their marks are in school.	fair	-.431
... the more they like their teachers.	moderate	+.366

* Correlation is significant at the 0.05 level (2-tailed).

Table 17 focuses on correlations concerning adolescent girls' negative self-concept. Feeling that other people are happier than they are correlates negatively with earning high marks in school.

Table 17. Negative Self-Concept

The more adolescent girls feel that other people are happier . . .	correlation strength	coefficient
<i>school</i> ... the lower their marks are in school.	fair	-.424

Discussion

For this report, we chose to focus on the correlations with strengths ranging from moderate to perfect (.300-1.00), because these correlations have predictability levels ranging from limited to absolute. We omitted the slight and mild correlations (.100-.299) because we assessed these correlations as having no predictability.

Our findings are remarkable in that such a small research sample yielded notable correlations, many of which are statistically significant. Replicating the study in other similar schools would ascertain whether our results are generalizable to other Pakistani students in grade 9.

APPENDIX

FACTORS THAT AFFECT ACADEMIC PERFORMANCE IN GRADE NINE

*Unless otherwise indicated, 1 means that you strongly disagree.
2 means that you disagree.
3 means that you agree.
4 means that you strongly agree.*

Section One

I am: 1 - male 2 - female	1 2
What language(s) do you speak at home?	

Section Two

Several of my friends quit school.	1 2 3 4
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Section Three

There should be a video game club in school.	1 2 3 4
I have a busy life outside of school.	1 2 3 4
I like other activities more than school classes.	1 2 3 4
I play sports frequently.	1 2 3 4
I play video games every day: 1 - no 2 - 1 or 2 hrs 3 - 3 or 4 hrs 4 - 5 or 6 hrs	1 2 3 4
I text with my friends every day: 1 - no 2 - 1 or 2 hrs 3 - 3 or 4 hrs 4 - 5 or 6 hrs	1 2 3 4

Section Four

I feel good being in a classroom.	1 2 3 4
I like most of my teachers.	1 2 3 4
I feel sleepy during classes.	1 2 3 4
I do not keep up with my assignments.	1 2 3 4
Teachers say I have a good attitude.	1 2 3 4

Section Five

Playing video games makes me feel good.	1	2	3	4
Texting is important in my life.	1	2	3	4
I enjoy texting with my friends.	1	2	3	4
Video games are important in my life.	1	2	3	4

Section Six

Most people around me seem happier than me.	1	2	3	4
I mess up everything I do.	1	2	3	4
I am afraid of being rejected by my friends.	1	2	3	4
I feel really hurt when I am criticized.	1	2	3	4

Section Seven

I think I play video games too much.	1	2	3	4
I lie about how much I play video games.	1	2	3	4
I have been told that I play video games too much.	1	2	3	4

Section Eight

I think I spend too much time texting.	1	2	3	4
I lie about how much time I spend texting.	1	2	3	4
I have been told that I spend too much time texting.	1	2	3	4